

School Improvement Plan
2020/21

Part A: General Information

School Name **SOUTH SEVIER HIGH SCHOOL** **LEA Name** Sevier School District

Name	School Improvement Plan Team	Signature
<u>Brett Beagley</u>	Principal	
<u>Stuart Hepworth</u>	Assistant Principal	
<u>Kip Hansen</u>	Faculty member	
<u>Cheylena Lyman</u>	School Counselor	
<u>Chelsee Alvey</u>	Faculty member	
<u>Devin Woolsey</u>	Faculty member	
<u>Angie Chappell</u>	Classified	
<u>Robin Hessey</u>	Classified	
<u>Hailey Obray</u>	Parent representative	
<u>Angela Nielsen</u>	Parent representative	
<u>Shalane Stubbs</u>	Parent representative	
<u>Gina Mecham</u>	Parent representative	
<u>Lisa Nielson</u>	Parent representative	

Demographic data	Enrollment 2018/19: 473 Average Daily Attendance for 2017-18: 95% Minority: 17% ELL: 19% Graduation Rate: 94% Special Ed: 9.3% Econ Disad: 45%
School climate (including safe school data)	Weapons Offenses: 0 Alcohol, Tobacco, Drug Offenses: 6 Student Suspensions: 6
Course-taking patterns (secondary only)	College Course Information: EDNET College Credit Courses: 126 Students CE Eng 1010: 32 Students CE Biology: 38 Students CE Math 1050 & 1040: 37 Students CE Medical Term: 10 Students
Teacher qualifications	Teachers: 23 % Endorsed 91 % Master Degrees 53
Participation in college entrance testing (high school only)	ACT 100% 2018-2019 109 junior students tested 49% of Seniors completed FAFSA (2019) 56% of Seniors completed FAFSA (2020)
Other data as determined by the school	2018 1st sem Students on Snow Campus, IVC 44, CTE Center 49, Workbase 20 2019 1st sem students on Snow Campus 49, Ednet 52, CTE Center 56, Internship 26

2. Schoolwide Reform Strategies

53A-1a-108.5(2)(a)

53A-1a-108.5(2)(b)

53A-1a-108.5(2)(c)

Describe the strategies and the accompanying action steps that will be used to improve student achievement. Use the following form to guide the planning. Please duplicate the form on the following page as needed for each goal.

RAM Academy is our Freshman Transition Program: The program is designed to ensure incoming freshman students learn study habits, organizational skills, test taking skills and expectations of a high school student. Also attendance policies and electronic device requirements are taught. The student handbook is one source used to design the curriculum.

Reading Intervention (Daily): We have one reading class as intervention students on an IEP that are struggling with reading skills. The class is taught by Mrs. Bastain.

Study Hall/Advisory (Daily): Students get assistance with many learning strategies including time management and homework scheduling skills. Also students receive guided instruction and extra time to work on classroom assignments all under the guidance of a qualified teacher.

RAM Time (Daily): A 20 minute block of time for students to complete assignments, retake tests or just get extra help in the classroom with the teacher present. The time can also be used by teachers for enrichment activities with students.

ACT Practice Test: All freshmen, sophomores and juniors take a practice ACT test through Strategic ACT. The tests are broken down individually and information is disaggregated per school. Teachers can then target instruction for each student to create a plan for improved ACT scores. Teachers are able to use the Canvas prep class in the curriculum.

ACT Professional Development: Teachers and other staff participate in 2 professional development days to ensure rigorous classrooms and how to incorporate ACT test strategies into curriculum.

ACT Shmoop: All students have access to Shmoop.com, an ACT test prep website.

Senior Interviews: Every student meets with a counselor to make a pathway plan for high school. During senior year, they meet twice to make sure what their path is for senior year and after high school.

ODYSSEYWARE Credit Recovery: Students can recapture lost credit and remain in our building. There is no need to attend Cedar Ridge Night School.

ASPIRE Testing: All Freshman and Sophomores take the ASPIRE test in the spring of each year. This is another ACT preparation intervention. The results are broken down and returned to the school to be used to guide instruction.

Snow College/CTE Center: Students have the opportunity to start and/or complete a career and technical education certificate based pathways through taking classes at Snow College or the CTE Center. Most of these courses are Concurrent Enrollment, upper level, and are College and Career plan driven.

EDNET: Students can take college level courses without leaving the campus using the EDNET classroom. They receive high school credit for these classes and college credit. This gives them a headstart on college classes for those pursuing a traditional bachelor or associate degree.

Instructional Coaching: Coach to work with teachers and school administration to analyze student data, diagnose instructional needs and identify researched-based instructional strategies to close achievement gaps.

Student Mentoring Program: Student Body Officers are assigned to 9th and 10th grade advisor classes, where they become a mentor and leader with that group of kids. This forms relationships between upper and lower classmates and builds a culture of inclusion and family.

**Reform Goals and Strategies Form
(Complete one page for each goal)**

<p>School Goals:Goals must be directly related to the results of the comprehensive needs assessment and directly tied to the Utah State Core Curriculum. Goals must be specific, measurable, attainable, realistic and time-based (SMART).</p>

<p>Goals</p>	<p>To prepare our students with individualized opportunities and pathways in an atmosphere in which all members of a safe, diverse, and engaged community appreciate and strive for excellence. Including raising ACT scores and graduation rates and lowering failing grades while reducing class sizes in Math II classes.</p>
<p>Strategies</p>	<p>1-RAM Academy (Freshman transition program), RAM time (daily 20 minute intervention with teacher), ACT workshops, Study Hall/Advisory, Shmoop/ACT Practice test, Odysseyware Credit Recovery, EDNET, ACT Pre-test and score interpretation including disaggregated data provided by the testing company. The data breakdown from our pre ACT test will give us individualized information to help more clearly target areas that they are deficient in order to provide the necessary instruction. To further assist with improving math scores, we will reduce the size of our math II classes.</p> <p>2. In registration meetings (held in the evenings, face to face and virtually) for all students and parents, we will explain all pathway options and the teacher contacts that will improve pathway opportunities. All pathways are posted on the school website. Pathway completers are celebrated in an assembly at the end of the school year. Pathways are introduced to our freshman at orientation prior to the school year starting. All CTE teachers are invited to present information about potential pathways.</p> <p>3. Updated cameras installed throughout the school, Internet filters and policies, Administration and teachers in the hall between classes, community council meetings, and purchased radios for all adults in the building. Hosting community events at the high school will help foster community involvement as we include the younger students in events at the high school. All teachers have radios in their classrooms in order to communicate in the event of an emergency. All teachers have the Safe Ut app on their cell phones to also aid in an emergency. Our mental health coordinator in our school has implemented a PBIS plan of HEART (Helpful, Engaged, Ambitious, Resilient, Trustworthy) to kick off our “Real Ram” mantra.</p>
<p>Expected Impact in Core Academic Areas</p> <p>(How will success be measured on an annual basis?)</p>	<p>4.RAM time (daily 20 minute intervention with teacher) to retake tests and quizzes until mastery is completed, Study Hall/Advisory time is also provided to complete assigned work or meet with a teacher about any specific needs.</p> <p>1- The concepts being taught on the ACT test are concepts to get students ready for the next level. We will be using these concepts to teach students and make them aware of what they need to know to get</p>

	<p>to the next level. This will assist students with their goals ranging from a 1 or 2 year certificate or a bachelor's degree. (We will track ACT scores to compare to previous years).</p> <p>2-Pathway success is measured by the number of students participating in courses at Snow College and the CTE center as well as how many pathway completers that we have at the end of the school year.</p> <p>3-We will use the cameras to deter deviant behavior issues as they arise and to monitor students/community while they are at our school. Internet filters are monitored daily at the district office and information is forwarded to us when there is a breach or if a student tries to circumvent the filter. Radios and teachers in the hall will increase a teacher's ability to intervene much faster than before. We will test teachers on usage of the radios with evacuation drills announced only on the radio (no intercom). As we implement our emergency evacuation drills, we can assess the impact of each teacher and their use of the radio that is in their possession. A school wide effort to focus on positivity and inclusion.</p> <p>4-The impact of Ram Time on F grades is to continue to see the number be reduced. When students fail classes, it limits their options to take CE, College and CTE classes. They end up retaking the core classes and their schedules are filled. We can monitor this by the number of seniors that take CTE classes.</p>
<p>Professional Development to Support Strategies</p>	<p>1-This is the first year of using both the ASPIRE and the pre ACT test results. Training on how to use the data from the ASPIRE and the pre ACT test will be crucial to enabling our teachers to efficiently use the data.</p>
<p>Timeline</p>	<p>2-Professional development for the entire staff to educate all teachers of the benefits and opportunities of the CTE center and pathways program at Snow College. Departments will keep websites for their pathways current.</p> <p>3-We have event safety training (emergency at the homecoming dance, etc.) in our faculty meetings to include all teachers to possess the phone number of dispatch at the sheriff's office and protocol for disruptive behavior and will also discuss this same training at community council meeting.</p>
<p>Responsible Parties</p>	<p>1-Use data from the spring 2019 test to assess the previous years strategies. (Administration) Use data from the ASPIRE test from Spring semester in the 2018-19 school year</p> <p>2-Ongoing</p> <p>3-Ongoing</p> <p>4-Ongoing</p>
	<p>1-Administration, Counselor and Teachers</p> <p>2-District CTE and Pathway coordinator as well as local Administration, Counselor and Teachers.</p> <p>3-Administration, Counselor and teachers as well as all stakeholders in our community to include law enforcement.</p>

<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>4-Administration, Counselor, Teachers, Parents and Students.</p> <p>1-Teachers will disaggregate test score data from ASPIRE and ACT tests with the principal during PLC time. Department meetings will focus on student scores and patterns.</p> <p>2-We monitor the number of students registering for CTE and Snow classes. We also track the number of pathway completion students that we have at graduation in the spring.</p> <p>3-Stakeholder surveys can provide feedback as well as listening to the community council as community members voice their concerns.</p> <p>4- We will track the number of failing grades that are given each quarter.</p>
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3. Instruction by Highly Qualified Teachers

The district and schools lose funding for courses not taught by highly qualified staff. Either list the staff on this form OR download a copy of the CACTUS Highly Qualified Teacher Report.

Teacher/Staff	Grade Level or Assignment	Highly Qualified?	
		Yes	No
Shelly Adams Dustyn Allen Chelsee Alvey Becky Bastian Scott Brady	Special Education 9-12 Art 9-12 Language Arts 11,CE English Special Education 9-12 Biological Science 9-12	X X X X X	
Kimberly Brown	Geography, World Civ.	X	
Wendi Byars James Cavan	Business/Computer Technology Music 9-12	X X	
Dorianne Christensen Brent Hafen	Math II Health, Psychology, Boys physical education 9-12	X X	

Kip Hansen Melissa Hartle	FFA, AG Science, Animal Science, AG Systems Math 9-12, Math and Per Fin, CE Math	x x	
Tiffany Obray	English 10, 12	x	
Jennifer Keele Jeff Kidder Debbie Morgan	FACS 9-12 Woodsop classes Earth Science, Physics, Chemistry	x x x	
Boyd Price John Ramage	U.S. History/Government Spanish, Anatomy & Phys, Weights	x x	
Amy Robinson Bryce Twitchell Kamie Sorensen Shauna Blake	Health, Sports Medicine, Yoga, Girls Skills (PE) Language Arts 9, Character Ed. Math, Sociology 9-12 Special Education 9-12	x x x x	
Devin Woolsey Officer Jared Campbell	Spanish, Business Law Enforcement 10-12	x x	

4. Professional Development Plan

53A-3-701((1)(a) and (2)(a)(i))

Describe the professional development plan that aligns with the S.I.P and is compatible with the district Professional Development Plan.

Professional Development	<ul style="list-style-type: none"> 1- Canvas training and implementation to allow our teachers to communicate better with parents. 2- Training on the usage of test results to guide targeted instruction (ASPIRE, ACT) 3- Training on standards based grading 4- Pathway training 5- Emergency Preparedness Training to include Event security 6- Training on the Swivl tool to improve classroom instruction and to assist in our efforts to better use Canvas for remote learning when needed.
Scientifically-Based Research Support	
Expected Impact in Core Academic Areas	<ul style="list-style-type: none"> 1- Parents will experience improved communication through Canvas about student grades, assignments not turned in, test scores, etc. 2- Students will know what their strengths and weaknesses are prior to taking the ACT in the spring.

	<p>3- Teachers, parents and students will have a complete understanding of the learning intentions and what success looks like.</p> <p>4- Teachers, parents and students will have a better understanding of all of the pathway options and career opportunities that are available.</p> <p>5- Teachers will understand how to handle emergency situations at school and while supervising events on the campus or chaperoning students at events away from our building.</p> <p>6- Teachers will be better prepared to put more of their courses on Canvas to allow students to access their course work and course expectations when they need it.</p>
Budget and Funding Sources	1/2/3/4 Trustlands funds and district training funds.
Timeline	This is an ongoing process that will be looked at and evaluated continually.
Responsible Parties	The leadership team along with the school administration.
Evaluation Process (How Will Success Be Measured?)	<p>1-By the number of teachers using Canvas by the end of the year.</p> <p>2- by observing and participating in PLC meetings and monitoring ACT test results.</p> <p>3-By administration collecting guaranteed viable curriculum guides from each teacher for each class as school begins and then monitoring during periodic classroom visits.</p> <p>4-Number of students taking and completing the different pathway options</p> <p>5-Emergency drills and the evaluation process that follows</p> <p>6-During classroom observations and by reviewing the recorded lessons on Swivl.</p> <p>7- By the number of failing grades in math II.</p>

5. Recruitment and Retention of Highly Qualified Teachers

What strategies are implemented to attract, recruit, and retain highly qualified teachers in high need schools?

<p>Describe strategies, policies, incentives to recruit and retain teachers.</p> <p>The district has stepped up to the plate and increased the pay and benefits package. We can offer all of the perks that exist in our community and that are associated with a small town. At our school we will provide mentoring and coaching to assist in the retention of qualified teachers. The Principal and instructional coach will be responsible for the mentoring and coaching of all teachers including new teachers.</p>

6. Parent Involvement

Please answer the following and attach documentation as needed.

Describe the processes used to involve parents in the development of the S.I.P. process. Attach copies of communications that were mailed or sent home, agenda with roll signatures, meeting notices, meeting minutes, etc.

The community council discusses recruiting parents to the SIP process as does the booster club meetings, faculty meetings and PLC's.

Describe how S.I.P. plans will be made available to parents and the public in an understandable and uniform format.

When the School Improvement Plan is completed it will be posted on the school website. This posting will also be on the agenda of faculty and PLC meetings to be discussed by the faculty.

Identify the parent involvement strategies that the school will use to involve parents.

We have the ability to email and send text messages to parents that have signed up for canvas and school messenger and can contact them that way. We can also place parent involvement information on school and district meeting agendas including the district board meetings. We will update activities and events with the marquee, school messenger, and school website.

7. Transition between school programs (elementary to middle; middle to high school)

How are students and parents prepared for transitions between schools?

Description of Communication	An Electronic College and Career Readiness plan is shared with each individual student in middle school and is followed up on throughout high school. Two weeks prior to the start of school we mail registration and school start up information to all students. We have a Freshman orientation meeting in the auditorium (in a non-covid year) before school starts to familiarize students and parents with the school policies and procedures including a question and answer segment. SBO's are available after the orientation to give tours of the school
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	<p>Teachers are encouraged to send home with students a disclosure statement to explain procedures of the class including expectations and grading criteria on the first day of school.</p>
<p>Description of Collaboration Efforts</p>	
<p>Description of Transition Activities</p>	<p>RAM academy is designed to provide assistance to freshmen with designing time management schedules that will allow them to transition from middle school to high school to include good study habits and acceptable behavior at assemblies and other extracurricular activities. The student handbook is also used to help familiarize students with topics such as attendance, electronic devices and dress code.</p>

8. Decisions regarding the use of assessments

Describe how teachers are included in decisions regarding the use of assessments.

<p>What assessments will be used to measure student progress and inform instruction?</p>	<p>Formal and informal assessments are conducted in the classroom. Teacher teams (PLC's) have collaborated and prepared common assessments to ensure student mastery. Students will learn the content that will be assessed during the ACT and ASPIRE high stakes tests and will also include</p>
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	<p>other state mandated end of level assessments (Precision Exams), teachers will continually assess student progress throughout the learning process.</p>
<p>Please describe how teachers were included in decisions regarding the use of assessments.</p>	<p>After test results are analyzed and we have the data, PLC meetings are where teachers can be included in the decision making process of what information should be included in the curriculum in order to give our students the best possible chance of being successful. Sevier School District selects the high stakes assessments that will be used by the school.</p>

9. Students who experience difficulty mastering academic achievement standards

Describe the procedures in place to ensure that students who experience difficulty mastering any of the proficient or advanced levels of academic standards are provided timely and additional assistance.

<p>How will the school identify which students experience difficulty in mastering academic standards?</p>	<p>Students will be identified by teachers daily. Scores are reviewed on a daily basis as assignments, quizzes and tests are graded and recorded. Teachers will also use informal assessments and feedback to determine mastery.</p>
<p>What interventions will the school provide for students experiencing difficulty in mastering academic standards?</p>	<p>They can attend the daily intervention (Ram time) and learn with the regular classroom teacher as they get additional instruction leading to mastery of the concept of the day. Group work including tutoring is available.</p>
<p>How will the school evaluate the effectiveness of the chosen interventions and make adjustments as needed?</p>	<p>We will evaluate the number of students that will require the credit recovery program as compared to the previous semester. We will also monitor the number of students that fail other classes due to non-mastery of the academic standard to see how that number compared to previous years.</p>